DOCUMENT RESUME

ED 376 342 CE 067 639

TITLE	Focus on the Workplace: An Alternative High School Collaborative Project To Reclaim Recent School Dropouts.
INSTITUTION	Community Action Southwest, Waynesburg, PA.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE	Jul 94
CONTRACT	98-4028
NOTE	94p.; Light type on page 74.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Literacy; Adult Programs; Basic Skills; Demonstration Programs; *Dropout Programs; Education Work Relationship; High School Equivalency Programs; *Individualized Education Programs; Individualized Instruction; *Literacy Education; *Partnerships in Education; Portfolio Assessment; Program Development; Program Effectiveness; *School Business Relationship; *Special Needs Students; Student Attitudes; Tutorial Programs; Volunteers
IDENTIFIERS	353 Project; Job Shadowing; *Workplace Literacy

ABSTRACT

A special demonstration project was conducted to provide individualized basic/workplace skills instruction to 36 high school dropouts with special needs or learning problems and thereby enable them to earn a high school diploma. Because of time constraints, services were provided to only eight students. Individual Learning Plans (ILPs) were developed for students based on their functioning level, special needs, and credits missing to satisfy graduation requirements. Students attended class one evening each week, met with volunteer tutors, took field trips, and participated in job shadowing. Students' progress was documented in portfolios that were submitted to the school district for final approval, and high school diplomas were issued to program completers. The school district and community were very supportive in providing speakers and job shadowing sites, and five of six students evaluating the program were pleased with it. Four students completed the program successfully, and two were given additional time to complete their ILPs. (Appendixes constituting approximately 80% of this document contain the following: recruitment letters/press releases; assessment packet; sample individual learning plan worksheets; class schedule; lists of speakers, job shadowing businesses, and field trips; statistical and monthly tutor reports; student evaluations; 41-item list of books used.) (MN)

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ED 376 342

"FOCUS ON THE WORKPLACE: AN ALTERNATIVE HIGH SCHOOL COLLABORATIVE PROJECT TO RECLAIM RECENT SCHOOL DROPOUTS"

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Federal Grant Award Number 98-4028
in the amount of $16,882.

Submitted on:
July 1994

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ABSTRACT

Title: "FOCUS ON THE WORKPLACE: AN ALTERNATIVE HIGH SCHOOL COLLABORATIVE PROJECT TO RECLAIM RECENT SCHOOL DROPOUTS"

Project No. : 98-4028 Funding: $16,882

Project Director: Dr. Barbara Mooney Phone No.: 852-2893
Contact Person: Dr. Barbara Mooney
Agency Address: 22 West High Street
Waynesburg, Pennsylvania 15370

Purpose: This proposal was funded for a special demonstration project to develop adult education services inside a school district which would provide an alternative for high school dropouts to earn a Central Greene School District high school diploma. The population served were adults who would not otherwise be able to achieve a high school diploma via the GED test route due to special education or learning problems. The project focused on basic academic skills and the interrelationship of these skills to work place skills necessary for local employment opportunities and life skills necessary for parent and community role fulfillment.

Procedures: Individual Learning Plans (ILP) were developed for each student based on functioning level, special needs, and credits missing to satisfy graduation requirements. Students attended class one evening per week, met with volunteer tutors, participated in field trips and job shadowing experiences. Student progress was documented in a portfolio containing student's assignments from their ILP. Completed portfolios were submitted to the school district for final approval and high school diplomas were issued to those completing.

Summary of Findings: Students were able to achieve a high school diploma by meeting requirements based on an individual learning plan. The program would be particularly beneficial to school districts wishing to give dropouts a second chance, especially to those who have special learning needs.

Comments (Conclusions, Findings, any): While we proposed to service 36 students, a change in curriculum design necessitated the class size to be lowered to 8 students. This was due to the length of time required to develop each student's ILP. Some students would require more than one year to complete their ILP. The school district was very supportive as was the community in providing speakers and job shadowing sites.

Target Audience: Adult Basic Education administrators & staff.

Product: Final Report

Descriptors: (To be completed by the AdvancE staff.)

Introduction:

The purpose of this project was to aid in the reclamation of high school dropouts by giving them the opportunity to obtain a high school diploma through the Central Greene School District without returning to school for traditional classes. The population served were adult students who would not otherwise be able to achieve a high school diploma via the GED test route due to special education or learning disability issues. The target students all dropped out of the Central Greene School District and still reside in the district.

Greene County has a high number of adults without a high school diploma (49%) and one of the highest unemployment rates in the state. This project was a means of assisting adult students to achieve a high school education which would focus them on obtaining skills needed to enter the workforce. Curriculum focused on basic academic skills improvement and career awareness through classroom activities and experience at community job sites.

This project began with initial meetings of the administrative staff of both Central Greene School District and Community Action Southwest in July of 1993. Recruitment lists of recent dropouts (last 5 years) were compiled by the school district guidance counselors in August. Phone calls were made to these former students and information concerning the project was given to them. Appointments for interviews were made in September of 1993. An interview form was used to assist in gaining information on each student regarding what they had been doing since leaving high school.

Each student had to get a transcript indicating how many credits were needed to complete graduation requirements. Individual Learning Plans were designed for the credits needed in each subject area (English, Math, Social Studies, Science, Health, Physical Education and Electives).

In October of 1993 students were interviewed by the Central Greene superintendent of schools, director of special education, and director of curriculum, manager of adult education for Community Action Southwest, coordinator of adult education for Community Action Southwest, and instructors of the class. Upon acceptance from school district and Community Action personnel, contracts were signed by the student, superintendent and Community Action.

Students were required to complete a portfolio which would prove they completed work designed to satisfy the credits they needed to obtain a high school diploma. Along with a portfolio, a journal of their experiences was kept by each student.

Formal evening classes held in the local middle school began on October 19, 1993 and ran until May 17, 1994. Students worked on individual requirements with the assistance of the instructors. Speakers gave informal presentations on requirements that were common to most of the students' plans. Students needing extra help were hooked up with volunteer tutors. Trips were made to various sites which would help the students learn more about the required topic. Students were also required to complete twelve job shadowing

experiences. Portfolios were to be completed by the beginning of June 1994. The completed portfolios were sent to the school district administration for approval. By the end of June 1994 the completed portfolios of four students were accepted by the school district as meeting the requirements for a high school diploma and two other students were given additional time to complete their portfolios.

This project was a collaboration between Community Action Southwest and the Central Greene School District. Staff contributing to this project were Dr. Barbara Mooney, Project Manager; Jane Schrock, Adult Education Coordinator; C.E.E. Stoyke, Adult Education Instructor; Pamela C. Marcavitch, Adult Education Instructor; Dr. Donald Painter, Superintendent of Schools; Linda McCracken, Director of Curriculum; and Cathy Butcher, Director of Special Education.

The audience which may benefit from this report is staff and administrators in Adult Basic Education. Permanent copies of the report are on file with the Pennsylvania Department of Education, Division of Adult Basic and Literacy Education Programs, 333 Market Street, Harrisburg, PA 17126-0333; and AdvancE, Pennsylvania Department of Education Resource Center, Department of Education, 333 Market Street, Harrisburg, PA 17126-0333.

BODY OF THE REPORT

A. Statement of the Problem:

In 1992 Greene County was identified as the poorest county in Pennsylvania. We have had double digit unemployment for the past 10 years. The 1990 census reported less than half of the adult population in Greene County has a high school diploma. Local School officials have reported being disturbed by an increasing dropout rate which indicates future years may find an even higher percent of undereducated adults. The cycle of undereducation, unemployment and poverty needs to be broken through appropriate adult educational services. This project attempted to address the needs of high school drop outs and provide an alternative opportunity for a high school diploma.

B. Goals and Objectives:

1.) Develop a curriculum which meets the Central Greene School District criteria for a high school diploma that includes two aspects:

-- basic academic skills improvement through a workforce education curriculum based on SCANS report;

-- career awareness through classroom activities and experience at community job sites;

2.) Recruit adults who had dropped out of school within the past five years; enroll 36 adults (12 with a history of special education; 24 who have no history of special

education, but who demonstrate low academic functioning levels due to learning disability issues) in this program which will lead to a Central Greene High School diploma.

3.) Provide three evening classroom sessions per week for the school year for the two groups (12 special ed; 24 low skills).

4.) Arrange for community job sites, so that each student may have a weekly job experience for at least 12 weeks.

C. Procedures:

1. INITIAL PROGRAM DEVELOPMENT (August - September 1993)

August 13 - A meeting was held with the middle school principal, Charlotte Minehart and school district guidance counselors, Debbie Iams, Roberta Boyd, and Clara King. A list of students who had dropped out of Central Greene School District over the last several years was compiled. This list included students who had been part of the special education program or had displayed learning difficulties during their school years.

August 16 - A meeting was held with the Superintendent of Schools, Donald Painter to discuss school personnel to be involved and support services to be provided by school district staff, as well as the expectations of Central Greene staff and Community Action Southwest (CAS) staff.

August 27 - Mr. Painter, Linda McCracken, Director of Curriculum, and Cathy Butcher, Director of Special Education met

with CAS staff to discuss curriculum, use of Individual Learning Plans, and the results of recruitment. Initial recruitment provided students with widely different credit needs so curriculum development became an issue. After discussing outcome based education and reviewing the Cumberland Valley High School Diploma Program for Adults, the participants agreed to use Individual Learning Plans (ILP's) to be developed by CAS staff with input from school district staff and students. CAS staff received the high school requirements, to help in the creation of the ILP's. The school district's concern was that the ILP's be sufficiently challenging so as to be up to the standards of the graduating seniors.

Individual Learning Plans were chosen for two main reasons. Each student enters the program with a variety of credits in different areas of study, therefore ILP's would enable each student to focus on specific areas of study he or she missed by dropping out of school. The ILP's, along with the portfolio assessment method, also fit into the movement toward outcome based measures in the state and school district. The portfolio method of assessment was chosen as a means to chart each student's progress through the Fall and Spring semesters. This method would provide documentation of each student's success in meeting the goals set forth in his or her ILP. Each portfolio would include highlights of the student's assignments to document the outcome of the student's learning progress. A journal would also be included to track the student's experiences throughout the project, follow the development of communication skills in a nonthreatening way, and provide a

student evaluation of the project, identifying areas where changes may be needed in any future projects.

Class attendance, job shadowing and participation in field trips were also emphasized as important components of the program. Job shadowing was viewed as an important component of the program because it would provide valuable workplace experience.

2. INITIAL RECRUITING (August - September 1993)

The school district provided us with a list of 85 prospective students and an informational letter describing the project to use in our recruitment efforts. Joyce Winters of the Teen Parenting Program provided a list of teen parents who had dropped out of school. We also recruited from among our own clients. A press release describing the project was sent to the local newspapers. (See Appendix A)

From the list of names and phone numbers, calls were made. Information concerning the project was given to the potential students. Fifteen (15) interviews were scheduled.

3. INTAKE INTERVIEW (September)

Interested students were instructed to come into the Community Action office for an individual interview. During the intake process the potential students were given an assessment in math and reading to determine their basic academic functioning level. One student was not accepted after assessment because it was felt that he could easily pass the GED test. (See Appendix B)

4. ACQUISITION OF SCHOOL RECORDS (September - October)

Each potential student was asked to request an official copy of their school transcripts from the school district's business office. From these transcripts it could then be determined how many credits the student had taken while in high school and how may credits were needed to graduate. The instructors determined the credits needed for each student in the subject areas. The Individual Learning Plans were then developed from this information.

September 15 - CAS staff met with Central Greene staff to review the sample ILP's for three different kinds of students (special education, learning difficulties, math anxiety). The instructors developed plans that incorporated topics of interest to life skills and workplace needs. Central Greene staff offered feedback, which resulted in changes and additions to the ILP's. This proved to be a lengthy process requiring the development and review of eight plans by the director of curriculum, director of special education and superintendent of schools. The ILP's were developed in terms of each student's interests and academic needs, as well as the school district's requirements and Community Action staff's knowledge of workforce literacy needs. After comments by the Central Greene School District staff we knew what was expected of the ILPs.

(See appendix C)

5. FINAL INTERVIEW (October 8, 1993)

Next was an individual interview in a school district

conference room by a panel comprised of the school district administrators, adult education manager, adult education coordinator and class instructors. Eight prospective students were scheduled interviews.

The interviewers agreed to four goals of the interview: the interview would provide an overview of the project for the student; the student would be able to tell the interviewers about him/herself; the student would be able to state why he/she wants to be in the program; the interview would provide an opportunity for both interviewers and interviewees to have their questions answered.

Each interview lasted approximately thirty minutes. The student was introduced to the panel. Mr. Painter told each student the background of the Project and its purpose. Several questions were asked of the interviewee: What do you like to do for fun? How would you rate yourself as a student when you were in school? What do you like to read? Have you tried to educate yourself since you left school? What have you done since you left school? Do you want to get a job? What kind of job would interest you? Do you have the commitment, time and energy to succeed? What do you expect to get out of this project? Where do you expect to be two years from now?

The interviewees then had the opportunity to ask questions of their own such as: How long will this take? Will I have help? Will we get to graduate with the class that will graduate in May?

After each student left the interview, school district personnel and Community Action staff discussed the students

responses and their acceptance into the program. All eight students were accepted into the program.

6. FURTHER DEVELOPMENT OF ILP's

Students reviewed their working copy of the Individualized Learning Plan with the instructors in mid October 1993. The goals were to familiarize each student with the various requirements of his/her ILP and suggest any additions, deletions or changes. The final approved revisions were signed by the school district, the student, and the Community Action staff by November 9, 1993. (See Appendix C)

7. CLASS MEETINGS (October 1993 - MAY 1994)

Classes which started October 19, 1993 were held at the Margaret Bell Middle School located in Waynesburg. Class was held every Tuesday evening from 6-9 pm until May 17, 1994, except for holidays and school closings. At the first class students received a page of guidelines, a welcome letter and a schedule of classes for the fall semester. The welcome letter from the instructors explained a beginning assignment, their responsibility to keep a journal, the importance of doing a resume and the job shadowing activities. During class materials and resources were presented that would assist the student in his assignments. There was also time during class for group discussions and individual help. During many class meetings a speaker from the community presented information that would aid the student in meeting ILP requirements. Students also had the opportunity to meet with staff

instructors individually at the Community Action office two afternoons per week. Some students who had child care or transportation problems would contact staff by phone to have questions answered between class meetings.

Classes during the month of May were intended for one to one instruction, finishing of the requirements and compiling the portfolios in an organized manner. Students spent time in the Community Action office with the instructors to finalize any rough drafts that needed to be finished. (see Appendix D)

8. SPEAKERS

A letter of introduction was sent to people in the community who could speak to the class on their field of expertise. A date was offered for their consideration and the phone number of the Community Action Adult Education office was given. Topics related to the students' requirements, such as AIDS, banking, insurance, government, county recreational services, child development and consumerism were presented informally to the class. Most speakers brought handouts to give to the students to aid in their writing on the topic. (see Appendix E)

9. JOB SHADOWING

Because many of the requirements pertained to the workplace, job shadowing was an opportunity for each student to observe a job that he or she might be interested in pursuing. Potential job sites were contacted by letter or by phone inquiring as to the possibility of participation in this project. The employer would

determine how much the student would do or observe and how much time would be spent at the job site. The appointments were set up to the mutual convenience of the student and the employer. Each student was required to take a Job Shadow form with them that the employer would sign and confirm the time-in and the time-out. The student would then write a brief description of what they observed on the job. Students were also required to write a journal entry of their experience. (see Appendix F)

10. FIELD TRIPS

Field trips were planned approximately one time per month. The purpose of these were to introduce the students to community resources as well as to assist them with researching various requirements. Trips were taken during class time to the public library, during the day in lieu of an evening class to such places as a recycling center, geological museum and the local employment services office. (see Appendix G)

11. TUTORS

Students were matched with a volunteer tutor provided by Community Action, if they needed outside help to work on their requirements. Most students met with their tutors at least one time per week. This was in addition to class time. Some tutors came to class to assist the lower functioning students. The tutors were recruited from the community and Waynesburg College Bonner Scholars Program. The tutors turned in monthly reports describing when and how long they worked with the student, as well as what was

accomplished. (see Appendix H)

12. PORTFOLIO REVIEW

Students' portfolios were reviewed for completion by Community Action staff and transferred to the school district administration for review. After Mr. Painter, Ms. McCracken and Ms. Butcher and reviewed the portfolios, they were sent to the high school principal, Mr. John Barbero. Four of the eight students enrolled in the program completed their portfolio requirements and were approved by the Central Greene School District to receive their high school diploma. Two additional students' portfolios were found to be incomplete but they were given three additional months to present the necessary work for reassessment.

D. Objectives Met:

Goal 4.) Arrange for community job sites, so that each student may have a weekly job experience for at least 12 weeks.

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Job sites were contacted and informed of this project. The employer at the job site decided how much time each student would spend observing and/or interacting. The students completed work interest surveys to find out what field of work they would enjoy. They then selected the job sites which interested them or contacted a resource personally if it was of interest to that student. A date and time that was mutually agreed upon was then confirmed. At the end of the job shadow experience, the student wrote a brief

description of what they learned and the employer signed the form. The student also wrote a journal entry describing the work experience and how they felt about what they learned. Students learned of the relationship between basic academic skills and workplace skills. These skills included learning the correct format of a business letter, interpreting and responding to want-ads, requesting an interview or application, filling out an application completely, using references and knowing proper workplace dress.

The business community was very helpful in providing for the job shadow experiences as well as participating as speakers on various topics.

E. **Objectives Not Met:**

Goal 1). To develop a curriculum which meets the Central Greene School District criteria for a high school diploma that includes basic academic skills improvement through a work force education curriculum based on the Secretary's Commission on Achieving Necessary Skills (SCANS) report, in conjunction with career awareness through classroom activities and experience at community job sites.

***

This goal was not met due to the school district and Community Action deciding upon Individual Learning Plans that would address each student's particular needs rather than a special curriculum. Some of the students had been in Special Education programs during high school and many of the requirements were tailored to their

level. Also, because the students needed different amounts of credits in different subject areas the development of a particular curriculum could not be achieved.

The Individual Learning Plans, which were lengthy, were very time consuming to develop. Each student's functioning level, special needs and incomplete credits had to be taken into account. The school district personnel as well as the student reviewed each plan giving their input and making adjustments. The staff at Community Action then made the necessary changes. At times 3 revisions had to be made. When final approval was met, the contract page was signed by Central Greene personnel, Community Action staff and the student. It took approximately six weeks to complete and get final approval for the initial eight ILP's. This was the reason classes did not start until mid October.

Goal 2). Recruit adults who have dropped out of school within the past five years; enroll 36 adults (12 with a history of special education; 24 who have low academic levels, no history of special education, but who demonstrate learning disability attributes) in this program which will lead to a Central Greene High School diploma.

***

Recruitment of students was difficult due to two reasons - first the problems associated with contacting the ex-students, second, requirements of Central Greene School District. As it had been several years since the school district had been in touch with the ex-students, some of them had moved or the phone numbers were

disconnected. Messages were left at some of the numbers, which answered but the target students did not respond. As the school district required that potential students were both drop outs of Central Greene and still lived within the district, some potential students were eliminated as they did not meet one of the requirements. Either they no longer lived in the district or if they lived in the district they did not drop out of Central Greene. Some students contacted had already received their GED or were enrolled in GED classes.

The original target population was young adults who had dropped out of school within the last five years. Due to the indicated problems, we broadened our recruitment to include anyone meeting the Central Greene School District requirements. From two lists of 85 possible names and other recruitment efforts, 15 people were scheduled for initial interviews and 8 students were accepted for this project. All of these students had children of their own ranging in age from newborn to twelve years of age.

The eight students who enrolled in the program either had been in special education or had learning difficulties. These students required considerable individual attention.

The severe winter weather in December, January and February hampered recruitment of new students. Also the length and time required to develop ILP's made it difficult to get additional students started so they could complete their requirements by the end of June.

Goal 3). Provide three evening classroom sessions per week for the school year for the two groups (12 special ed; 24 low skills).

***

Instead of the three evening sessions using a traditional classroom approach, we decided to schedule one three hour group session per week and two afternoon appointment times during the week for individuals or small groups to meet with the instructors. Some students also met with individual tutors on a weekly basis at a mutually convenient time. This accommodated the students two primary problems, transportation and child care. Transportation to the school more than one time per week was not possible for most of the students. Only one student lived within walking distance of the school. Also most of the students had young children and child care was not feasible for them three nights per week.

F. Evaluations:

Method of Evaluation:

1.) Individual Learning Plans designed for each student and signed by the school district administration. (see Appendix C)

2.) Statistical data re: # of students recruited through the lists provided by the school personnel; # of students completing the curriculum requirements to obtain a high school diploma; # of students referred to other job training or education service. (see Appendix I)

3.) Report on number of classes held, field trips, attendance records, progress evaluations. (see Appendices D,G,J)

Twenty-four classes were held and eight field trips were taken. One student had perfect attendance of classes and field trips. Sixty (60) individual sessions of instruction were provided to students to meet with instructors individually or in small groups.

4.) Evaluations of class and student assessments.

Students evaluated what they thought of the class pertaining to instruction given, information provided by speakers, time of class, etc. This evaluation was done anonymously.

Mid-term student assessments were done by both the instructor and the student on the student's progress and ability to complete the portfolio requirements.

A final evaluation was completed on the students' progress by the instructor along with each student. (see Appendix J)

5.) Report on number of job experience sites developed and utilization of the sites by participants. (see Appendix F)

Twenty-six job shadowing sites were established through the efforts of project instructors, however, some students utilized other community resources that were familiar to them. For example three students contacted their child's teacher to observe in the school and another student contacted a friend who owns a construction company.

Students were able to spend at least an hour at the job site observing a particular job. Some employers allowed the students to have hands on experience.

G. Dissemination of Findings:

Locally, the dissemination of the findings of this project will be shared with the Greene County Education Planning Committee. This committee is comprised of representatives from each of the county's five school districts, and is devoted to the development of a plan to address the new Outcome Based Measures for education. Community Action's adult education program is represented on this committee to address the needs of undereducated adults in the service area.

The final report is also available for loan from AdvancE.

APPENDIX A

RECRUITMENT LETTER

PRESS RELEASES

Appendix A

Dropout Reclamation Project

When calling to recruit students, the following information maybe useful:

Central Greene School District in conjunction with Community Action is in the process of developing a program for students who have dropped out of school. You have been recommended to participate in this opportunity to get a W.C.H.S. diploma.

The educational plan will require you to explore various job possibilities according to your interests. The academics will relate to needed job and life skills.

Individual Learning Skill programs will be developed to make each persons educational plan a meaningful and relevant experience. Teachers will be available at Margaret Bell Miller Middle School on Tuesday, Wednesday, and Thursdays from 5:30 - 8:30 to assist or consult with students anytime during those hours. There will be no formal whole class instruction; however you will need to be committed to obtaining the diploma by completing the Learning Skill program, be involved in job shadowing, take tests, work on projects, and other forms of assessment.

Central Greene, Community Action To Aid Dropouts

Central Greene School District and Community Action Southwest are offering a new program to adults who dropped out of Waynesburg Central High School.

"Focus on the workplace: An Alternative High School Dropout Reclamation Program" will give W.C.H.S. dropouts the opportunity to achieve a Waynesburg Central High School diploma through evening classes, development of a portfolio and other community activities.

To be eligible for the program, participants must have attended Waynesburg Central High School. Those who dropped out in 11th or 12th grades and those who still live within the school district will be given priority.

September 3 – 9, 1993

MESSENGER

The 1990 census reports less than half the adult population of Greene County has a high school diploma. If this pilot project is successful, it could lead to a dropout prevention program in the school district.

The program was developed by the Central Greene School District and Community Action Southwest and requires the involvement of business and service organizations to provide work experience opportunities. The class, which will run from September to June, will provide instruction in academic areas and promote career awareness through classroom activities and work experience at cooperating job sites. The primary goal of the program is to instill a work ethic, responsibility and citizenship.

If you think you qualify for the program, please call Jane or Pam at 852-2893. Also, tell a friend who may qualify.

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Date 1/25/94
Subject: Press Release

Community Action Southwest and the Central Greene School District administration have joined together to provide an external high school diploma program. The first eight students have had individual learning programs provided to satisfy their curriculum requirements, under a project called "Dropout Reclamation," funded by the Pennsylvania Department of Education, Bureau of Adult Basic Literacy Education.

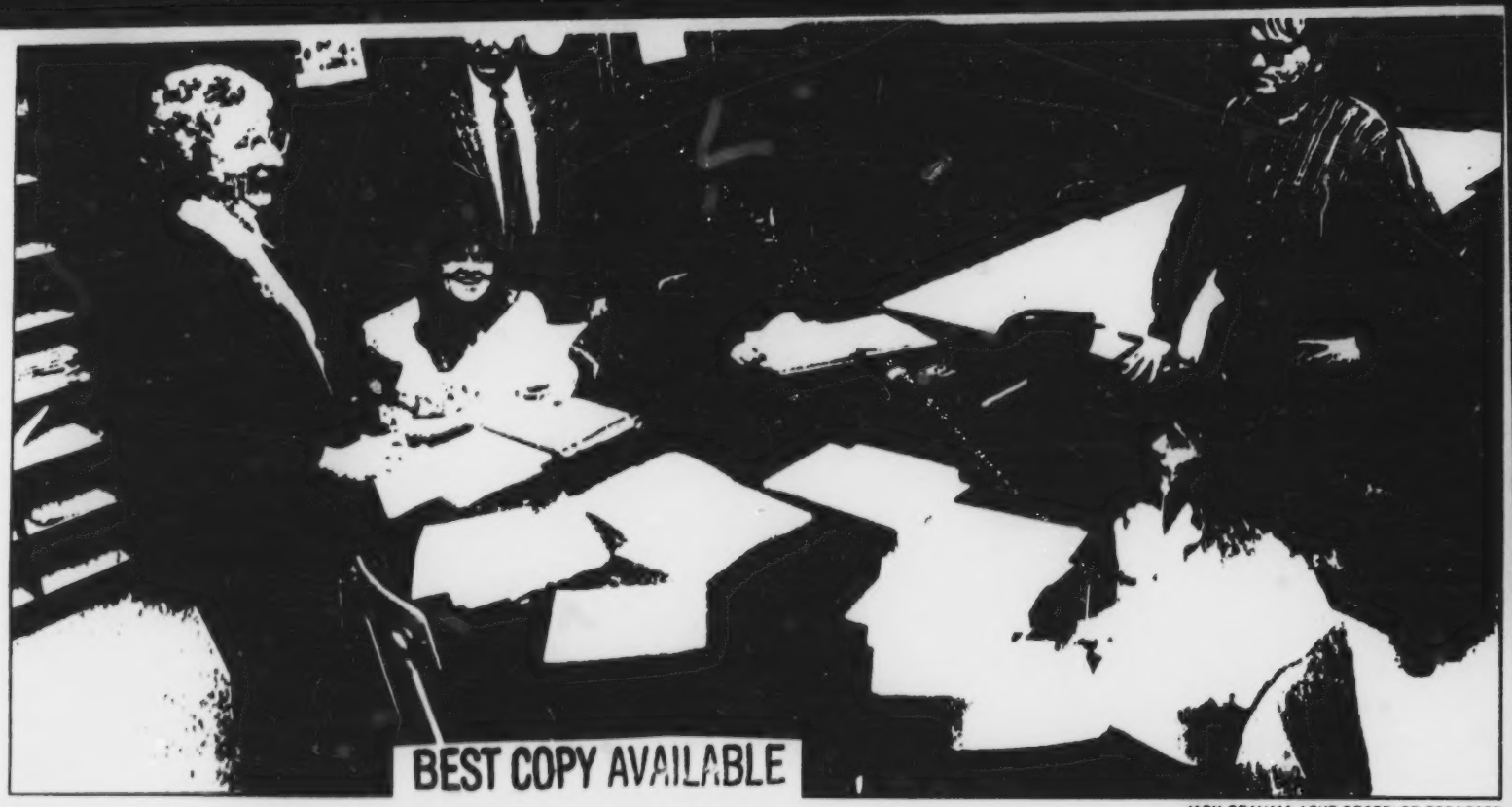
This adult education program focuses on an outcome based curriculum that helps the students improve their skills and become more employable. The students participate in "job shadowing," an exercise that allows each student the opportunity to observe and interview someone who does the kind of job he or she might like to do. The students are also exposed to job training and educational opportunities through guided field trips.

Students meet for a structured class one time per week. They also meet with the course instructors and volunteer tutors, supplied by Community Action Southwest, to help them fulfill their goals. The students are responsible for keeping track of their work and keeping a journal that tracks their learning experiences through the course of the project. Students are also responsible for seeking out community resources and using them to help fulfill their requirements.

Speakers from the community provide insight into various topics related to the students' curriculum. The class has heard from experts on AIDS, health maintenance, insurance, CPR, journal writing, and nutrition. Students have attended a class on AIDS, drawn a sketch of the rain cycle, and learned how to make a computer processed greeting card. The class has visited the GARC recycling center, as well as educational facilities, such as Bowlby Library, the Greene county Vo-Tech, and Waynesburg College.

Students have responded enthusiastically to this learning environment and the "one-to-one" approach. They have also benefitted from seeking out and using community resources and hearing from experts in the community. Students feel comfortable with the pace of the program and the instructors' and tutors' willingness to make sure they understand the lessons before continuing.

Interested adults, who have dropped out of Central Greene Schools and still live in the Central Greene School District, call Cathy Stoyke or Pamela Marcavitch at Community Action Southwest (852-2893).



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JACK GRAHAM / THE OBSERVER-REPORTER

From left are Pamela Marcavitch, Velma Jeannette Henderson, Central Greene School District superintendent Donald Painter, Michelle Rutan and Waynesburg College assistant professor Paul Stoyke.

'Dropout' program offers high school diploma

Community Action Southwest and the Central Greene School District have joined together to provide an external high school diploma program.

The first eight students have had individual learning programs provided to satisfy their curriculum requirements, under a project called "Dropout Reclamation," funded by the Pennsylvania of Department of Education, Bureau of Adult Basic Literacy Education.

This adult education program focuses on an outcome-based curriculum that helps students improve their skills and become more employable.

The students participate in "job shadowing," an exercise that gives each student the opportunity to observe and interview someone who does the kind of job he or she might like to do.

The students also are exposed to job training and education opportunities through guided field trips.

Students meet for a structured class once a week. They also meet with the course instructors and volunteer tutors, supplied by Community Action Southwest, to help them fulfill their goals.

The students are responsible for keeping track of their work and must keep a journal that tracks their learning experiences through the course of the project.

Students are also responsible for seeking out community resources and using them to help fulfill their requirements.

Speakers from the community provide insight into various topics related to the students curriculum. The class has heard from experts from health maintenance to journal writing. Students feel comfortable with the pace of the program and the instructors and tutors willingness to make sure they understand the lessons before continuing.

Interested adults, who have dropped out of Central Greene High School and still live in the school district, may apply for the course by calling Cathy Stoyke or Pamela Marcavitch at Community Action Southwest (852-2893).

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High school dropouts reclaim their lives

Local program called success in first year

BY MICHAEL BRADWELL
THE OBSERVER REPORTER

WAYNESBURG — Central Greene School Board's Tuesday meeting was attended by several unlikely visitors — former high school dropouts enrolled in a unusual adult program to earn their diplomas.

All eight of the participants were once students at Waynesburg Central High School.

They're now fulfilling curriculum requirements for diplomas through a "Dropout Reclamation" project funded by the state Department of Education, Bureau of Adult Basic Literacy Education.

The local program is a joint effort by Central Greene School District and Community Action Southwest and is funded through a grant the agency received last August.

Jane Schrock, supervisor of adult education at Community Action said most of the students also are dropouts of other programs, such as classes for earning the general equivalent diploma.

"Most of these adults have tried other programs, but they just didn't work," she said.

Pam Marcavitch, who teaches the group in once-a-week, three-hour structured class, said students also must keep a portfolio of their work as well as a daily journal of their activities.

Tuesday's attendance at the school board meeting was part of a social studies class. Marcavitch said the group is required to use community resources as part of its learning process.

Local professionals have provided lectures on topics ranging from banking to nutrition to job-hunting.

Each student must also complete 12 "job-shadowing" assignments at local businesses as part of an employment preparation segment of the program.

Marcavitch said the current group of students left high school with anywhere from four to 14 credits lacking for a diploma.

Upon completion of the program curriculum, they'll receive a diploma from Waynesburg Central High School.

Marcavitch said the biggest challenge to the students is balancing their responsibilities as adults and parents with attending the weekly class.

"All of them have children and all have made a sacrifice to attend the weekly classes for three hours."

Schrock, who said the local program is a "landmark" project in Pennsylvania, added that Community Action will seek a second grant to continue the program next year.

APPENDIX B

ASSESSMENT PACKET

HIGH SCHOOL DROPOUT RECLAMATION PROGRAM INTERVIEW

Name _____

What year did you drop out of school? _____

Any schooling training certificates since you left school? _____

_____

Were you in special classes in high school? _____

Were you diagnosed with a learning disability? _____

What employment have you had since leaving school? _____

_____

What kind of employment are you interested in? _____

_____

Have you done any community work? (such as clubs, organizations, volunteer, etc.)

_____

What are your interests and or hobbies? _____

_____

What books have you read since leaving school? (benefits class requirements)

_____

_____

Are you or were you registered to vote? _____ Yes _____ No

Last time you voted was _____.

Do you have any problems with transportation or childcare? _____

_____

Have you ever taken the GED test? _____Yes _____No If yes, When? _____

What were your scores? _____

When are you available for class and job shadowing activities? _____

_____

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Community Action Southwest

PROJECT FIRST STEP
STUDENT DATA SHEET

Name_____ S.S.#_____

Address_____

_____

County_____ School District_____

Phone#_____ Date of Birth_____

Male____ Female____ Race____ Last grade of school completed_____

Marital Status:___Single ___Married ___Separ. ___Divorced ___Widow

Number in Household _____ Children under 18 _____

Income Status:

___Employed ___Full-time ___Part-time

___Unemployed

___Cash assistance

___Food stamps

___Medical Card

___Unemployment Comp.

___Worker's Comp.

___SSI

___Other _____

Estimated yearly income

___less than $8,700

___between 8,700 & 11,800

___between 11,800 & 14,900

___between 14,900 & 18,000

___between 18,000 & 21,000

___between 21,000 & 24,000

___between 24,000 & 27,100

___between 27,100 & 30,200

___over $30,200

Applicants Personal Goals:_____

_____

Signature_____ Date_____

Washington/Administrative Office: 315 East Hallam Avenue Washington, PA 15301-3407 Phone 412-225-9550 Fax 412-228-9966
Waynesburg Office: 22 West High Street Waynesburg, PA 15370-1324 Phone 412-852-2893

A B O S E R T H P I U Z Q

QUICK ASSESSMENT--WORDS

see	cat	milk	animal
look	red	city	himself
jump	big	tree	between
to	work	game	chin
in	friend	happen	split
help	horse	stars	form

grunt	aboard	conspiracy	bibliography
stretch	triumph	image	unanimous
theory	contemporary	ethics	predatory
contagious	escape	deny	alcove
grieve	eliminate	rancid	scald
toughen	tranquility	humiliate	-----

QUICK ASSESSMENT--MATH

$1 + 1 =$

$4 - 1 =$

$3 + 4 =$

$9 - 3 =$

$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$

$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$

$\begin{array}{r} 32 \\ 24 \\ +40 \\ \hline \end{array}$

$\begin{array}{r} 43 \\ +\ 6 \\ \hline \end{array}$

$\begin{array}{r} 94 \\ -64 \\ \hline \end{array}$

$4 \times 2 =$

$6 \div 2 =$

$3 \times 5 =$

$\begin{array}{r} 29 \\ -18 \\ \hline \end{array}$

$\begin{array}{r} 726 \\ -349 \\ \hline \end{array}$

$\begin{array}{r} 452 \\ 137 \\ +245 \\ \hline \end{array}$

$\begin{array}{r} 75 \\ +\ 8 \\ \hline \end{array}$

$\begin{array}{r} 23 \\ \times\ 3 \\ \hline \end{array}$

$\begin{array}{r} 401 \\ -\ 74 \\ \hline \end{array}$

$\begin{array}{r} \$62.04 \\ -\ 5.30 \\ \hline \end{array}$

$\begin{array}{r} \$4.95 \\ \times\ 3 \\ \hline \end{array}$

$2\frac{1}{2} + 1\frac{1}{2} =$

$\frac{1}{6}$ of $30 =$

$\begin{array}{r} 229 \\ 5048 \\ 63 \\ +1381 \\ \hline \end{array}$

$1\frac{1}{2}$ hr. = _____ min.

$\frac{1}{3} + \frac{1}{3} =$

$1\frac{1}{3}$ ft. = _____ in.

$6\overline{)968}$

$2 - ____ = \frac{1}{4}$

$\begin{array}{r} 6\frac{1}{4} \\ 1\frac{1}{8} \\ +\ 4\frac{1}{2} \\ \hline \end{array}$

$9\overline{)4527}$

$\frac{7}{9} - \frac{5}{9} =$

$10\frac{1}{4}$

$-\ 7\frac{2}{3}$

$\frac{1}{2}$ yd. =

____ in.

write as percent:

.42 = _____ %

809

x 47

$\frac{15}{5} =$ _____

Find the average:

34, 16, 45, 39, 27

Write as a decimal:

$52\frac{1}{2}\% =$ _____

Multiply:

6.23

12.7

823

x 96

$4\frac{5}{6}$

$3\frac{1}{3}$

$+\ 2\frac{1}{2}$

$1\frac{3}{4} = \frac{\quad}{4}$

Write as a percent:

$\frac{3}{8} =$ _____

Add: 3 ft. 6 in.

5 ft. 5 in.

8 ft. 11 in.

2.9 $\overline{)308.85}$

$\frac{2}{5}$ of 35 = _____

Which is more? $\frac{7}{8}$ or $\frac{13}{15}$

6 x $3\frac{7}{8}$

SUBTEST B

Directions: In each of the following groups of words or numbers, put a mark in the circle beside the one which in some way is not like the others. Study the samples. They have been marked correctly.

A.	○ (4,5)	● (6,8)	B.	○ apple	○ pear
	○ (3,4)	○ (11,12)		○ peach	● milk

1.	○ plant	○ spoon	13.	○ woman	○ widow
	○ fork	○ knife		○ dame	○ lazy
2.	○ east	○ north	14.	○ reasonable	○ priceless
	○ went	○ south		○ expensive	○ costly
3.	○ 8 ÷ 2	○ 9 - 5	15.	○ 4 + 9	○ 3 + 10
	○ 2 X 2	○ 11 - 5		○ 5 + 8	○ 8 + 6
4.	○ snowshoes	○ skis	16.	○ collecting	○ education
	○ skates	○ scales		○ instruction	○ training
5.	○ robin	○ eager	17.	○ yield	○ spot
	○ sparrow	○ hawk		○ slow	○ curve
6.	○ (3,2)	○ (8,7)	18.	○ 18 ÷ 3	○ 30 ÷ 5
	○ (5,3)	○ (6,5)		○ 15 - 9	○ 17 - 12
7.	○ according	○ piano	19.	○ cheek	○ month
	○ trumpet	○ guitar		○ nostril	○ teeth
8.	○ bone	○ muscle	20.	○ preference	○ comedian
	○ skim	○ nerve		○ acrobat	○ actor
9.	○ 13 - 5	○ 6 + 2	21.	○ 63 ÷ 9	○ 42 ÷ 6
	○ 5 + 3	○ 12 - 3		○ 56 ÷ 8	○ 36 ÷ 4
10.	○ skinny	○ tin	22.	○ expand	○ enlarge
	○ narrow	○ slender		○ condense	○ magnify
11.	○ slippers	○ sneakers	23.	○ gorgeous	○ grateful
	○ shoves	○ moccasins		○ beauteous	○ attractive
12.	○ (3,5)	○ (7,9)	24.	○ 6 X 6	○ 3 X 12
	○ (4,6)	○ (5,8)		○ 8 X 4	○ 2 X 18

Writing

Copy the following paragraph:

1. On a trip to New York we had fun. We saw many sights We ate a lot of food. The bed was hard and uncomfortable.

Finish the following sentences

2. I want to improve my skills because _____

3. What I didn't like about school was _____

Answer the following question:

4. What do you do on Thanksgiving?

APPENDIX C

INDIVIDUAL LEARNING PLAN WORKSHEETS

SAMPLE

Appendix C

CENTRAL GREENE SCHOOL DISTRICT

WAYNESBURG CENTRAL HIGH SCHOOL

Required Courses	9	10	11	12
English (4 credits)				
Math (3 credits)				
Science (3 credits)				
Social Studies (3 credits)				
Arts or Humanities (2 credits)				
Physical Ed. (2 credits)				
Health (1/2 credit)				
Electives (6 1/2 credits)				
_____				
_____				
_____				
_____				
_____				
_____				
_____				
_____				
_____				
_____				
_____				
_____				
_____				
_____				
_____				
_____				

Student must have a total of 24 credits in the appropriate areas to graduate.
NOTE: Each semester passed would equal 1/2 credit.

COMMENTS:

High School Dropout Alternative ILP

Name _____ = Credits to Complete _____

Subject	Incomplete Credits
ENGLISH	_____
MATH	_____
SCIENCE	_____

SOCIAL STUDIES _____

ART & HUMANITIES _____

PHYSICAL ED. _____

HEALTH _____

ELECTIVES _____

HIGH SCHOOL DROPOUT RECLAMATION PROJECT
1993-1994

Sponsored by:
Community Action Southwest
Central Greene School District
and
Pennsylvania Department of Education

HIGH SCHOOL DROPOUT RECLAMATION PROJECT
1993-1994

Student:

[redacted]
[redacted]
Brave, PA 15316

Date:

October 15, 1993

Welcome:

You have completed the first two steps of the High School Dropout Reclamation Project: the application and interview. At this time, we are pleased to inform you that you have been selected for this project because we believe you can succeed. Your instructor(s) will be there for you as you progress on this challenging course. Welcome to the High School Dropout Reclamation Project class of 1993-1994!

Background:

The High School Dropout Reclamation Project is an opportunity for adults who have dropped out of Central Greene Schools to meet the Central Greene School District's criteria for receiving a high school diploma. The students will benefit from career awareness through classroom activities and experience at community job sites.

Time Frame:

Funding for this project will extend from July 1, 1993 to June 30, 1994, under the Federal Adult Education Act, section 353. Students will be expected to complete their credits within the allotted time period (alternative sources of funding will be pursued for students needing more time).

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Process for Developing a Plan of Study:

The Community Action Southwest staff has reviewed your transcript and proposed activities to meet criteria for credits needed. Central Greene School District staff has reviewed and recommended changes. Next, the Community Action Southwest instructor(s) will meet with you to develop a final plan. The final plan will be approved by Central Greene School District. Then, you will be asked to sign a contract to implement the plan.

The following Individual Learning Plan (I.L.P.) is based on information from your high school transcript and has been tentatively approved by the Central Greene School District. The activities and assignments, along with an evening class, once a week, will give you the chance to complete your high school credits and meet the requirements for a Central Greene High School diploma. Your learning will be community based and self-motivated. Central Greene School District and Community Action Southwest will assist you in any way necessary, and your instructor(s) will give you their best in instruction and support. Your effort and determination will be the key to your success.

Contacts at Community Action Southwest:	Telephone Number:
Dr. Barbara Mooney, Adult Education Manager	852-2893
Jane Schrock, Adult Education Coordinator	or
Cathy Stoyke, Adult Education Instructor	1-800-433-1943
Pam Marcavitch, Adult Education Instructor	

INDIVIDUAL LEARNING PLAN

HIGH SCHOOL DROPOUT RECLAMATION PROJECT

Name: [redacted]

Number of Credits to Complete: 14.5

English 2
Math 2
Science 1.5
Soc. Studies 1
Phys Ed 1.5
Health .5
Electives 6

Accident Prevention
Meal Planning
Community Resources
Medical Services
Understanding Bills
Conserving Energy

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CONTRACT ENDORSEMENT

I have read and approved the attached I.L.P. for [redacted], who needs to complete 14.5 credits hours through the High School Dropout Reclamation Project. It is understood that the I.L.P. indicates expected outcomes and that it will be the responsibility of the student to develop sufficient documentation to prove that the outcomes have been met to satisfy the requirements for the credits to be awarded.

Donald Painter, Date: 11/4/93
Central Greene School District
Superintendent

Linda McCracken, Date: 11/8/93
Central Greene School District
Director of Curriculum and Instruction

Cathy Butcher, Date: 11/8/93
Central Greene School District
Director of Special Education

I have read the individual learning plan (I.L.P.) approved by Central Greene School district for me. I understand that I need 14.5 credits to achieve my diploma. I understand the time it takes to complete these credits will depend on my own efforts, but I will be expected to complete the work for these credits by _____ (arrangements may be worked out in case of special circumstances such as serious illness, injury, or childbirth).

I understand and agree to adhere to the attached guidelines. I understand that the Central Greene School Board will have the responsibility of making the final determination as to whether or not I have satisfactorily completed the requirements for a diploma.

[redacted] Date: 11/9/93
Carrie Cumberledge,
Student

Dr. Barbara Mooney, Date: 11/8/93
Community Action Southwest
Adult Education Manager

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APPENDIX D

SCHEDULE OF CLASSES

ATTENDANCE

DATE: 10/19/93

TO: STUDENTS OF THE ALTERNATE DROPOUT RECLAMATION PROGRAM OF THE CENTRAL GREENE SCHOOL DISTRICT

FROM: PAM MARCAVITCH

WELCOME !

Attached you will find a tentative schedule of topics which will be addressed during the first semester classes, which will be held on Tuesday evenings from 6:00 to 9:00 p.m.. Unless otherwise noted we will meet at the MBM Middle School. These topics have been chosen to assist you in meeting the objectives of your Individual Learning Plan (ILP).

Tonight we will begin by having you define "community" and your relationship to the community (Waynesburg, Greene County, Southwestern Pennsylvania, the United States). You will then begin to write in a journal about what you expect to receive from your community and what you intend to give back.

After each class and after each job shadowing experience, you will make a journal entry telling about the steps you have taken to accomplish your goals. Attached you will find two pages which will help you write about the first two classes.

You will also be asked to write a resume. A resume is not just for people who have held jobs. It is a description of anything you may have done over the years. For example, you may have learned child-rearing skills by being a parent; you may know how to dismantle and assemble small appliances just by learning on your own; you may know bookkeeping skills just by running your household, etc. All volunteer experience counts! You will write a resume now and, then, near the end of the program, create a new one adding your new experiences. Then you can compare the two resumes.

Cathy Stoyke will be working to set up job shadowing activities with you in the next few weeks.

Please feel free to ask any questions.

GUIDELINES

The following guidelines must be met for the successful completion of the course.

1) Participate in the initial development of your I.L.P. with Community Action Southwest instructor(s); address each aspect of the I.L.P. as to specific activities to be performed and expected outcome/product to be achieved.

2) Discuss project scheduling with your instructor(s); develop time frames for completion of each aspect of the I.L.P.

3) Meet with the instructor(s) at least once a week, recognizing that additional time may be needed. The 1993-1994 class will meet at Margaret Bell Miller Middle School every Tuesday evening from 6:00 p.m. to 9:00 p.m. In addition, you will be provided with your instructor(s) office hours.

4) Have selected project ideas and resource material pre-approved by the instructor(s).

5) Seek out and use community resources.

6) Keep a journal of all work you do toward the completion of your credits. Each journal entry will include the following information: date, what resources you used, where you went, with whom you consulted, what you accomplished, how much time you spent, what you got out of it, how you felt about it.

7) Participate in job shadowing activities and field trips, which will be arranged during the course of study.

8) Prepare documentation to prove each objective is met in accordance with established guidelines/criteria. Example: written materials will be submitted in draft, corrected, and then submitted in final form on 8 1/2" x 11" paper, in ink or typed.

ALTERNATE PROGRAM
CENTRAL GREENE SCHOOL DISTRICT

FIRST SEMESTER CALENDAR - 1993

INITIAL CLASS MEETING — **TUESDAY, OCT. 19, 1993**
DISCUSSION OF GUIDELINES
DEFINING COMMUNITY (INTRODUCTION TO JOURNAL WRITING)
SPEAKER: **MRS. BARBARA BOCCHINI, GREENE COUNTY MEMORIAL HOSPITAL**
TOPIC: **AIDS**

CLASS MEETS AT BOWLBY LIBRARY — **TUESDAY, OCT. 26, 1993**
SPEAKER: **MS. SUE TURNER, HEAD LIBRARIAN**
TOPIC: **TOUR OF THE LIBRARY**
RETURN TO MBM AT 7 P.M.
DISCUSSION OF PROJECTS AND INRODUCTIONS TO COMPUTERS

CLASS MEETING AT MBM — **TUESDAY, NOV. 2, 1993**
SPEAKER: Eydie D'Eletto R.N.
TOPIC: **HUMAN ANATOMY**
STUDY OF MAJOR ORGANS AND THEIR FUNCTIONS
BEGIN CHARTS ON PHYSICAL ACTIVITIES AND HEALTH

CLASS MEETING AT WAYNESBURG CENTRAL HIGH SCHOOL SWIMMING POOL — **TUESDAY, NOV. 9, 1993**
FAMILY SWIM - MEMBERS OF YOUR FAMILY ARE INVITED
SPEAKER: Butch Brunell, High School teacher
TOPIC: **WATER SAFETY**

CLASS MEETING AT MBM — **TUESDAY, NOV. 16, 1993**
SPEAKER: Butch Brunell
TOPIC: **FIRST AID/ CPR TRAINING**

CALENDAR FOR FIRST SEMESTER - 1993 (continued)

CLASS MEETING AT MBM — TUESDAY, NOV. 30, 1993
SPEAKER: Clark Patterson
TOPIC: INSURANCE

CLASS MEETING AT MBM — TUESDAY, DEC. 7, 1993
SPEAKER: ~~PHARMACIST~~
TOPIC: ~~MEDICATIONS~~ VJ-TECH FIELD TRIP

CLASS MEETING AT MBM — TUESDAY, DEC. 14, 1993
SPEAKER: CAROL CHRISTEN HOME ECONOMIST
TOPIC: NUTRITION

ENJOY THE HOLIDAY VACATION !

***** This is a tentative schedule.
***** Second semester should begin on Tuesday, January 11, 1994.
***** Please remember to do a rough draft of each project, let me look over it, and then do a final copy according to the guidelines.

ALTERNATE DROPOUT RECLAMATION PROJECT
CENTRAL GREENE SCHOOL DISTRICT - COMMUNITY ACTION SOUTHWEST

SCHEDULE OF CLASSES
SECOND SEMESTER
1993-1994

1. CLASS MEETING - Field Trip — TUESDAY, JANUARY 11, 1994
   SPEAKER: Mr. Stan Majesky, PA Job Service (employment office)
   TOPIC: Becoming familiar with employment agencies
   (Bowlby Library after this to work on resumes)

---

2. CLASS MEETING - MBM Middle School — TUESDAY, JANUARY 18, 1994
   SPEAKER: 7 p.m. to the Board meeting
   TOPIC: To know your school board reps, committees, officers.

---

3. CLASS MEETING - MBM — TUESDAY, JANUARY 25, 1994
   SPEAKER: Mr. Paul Stoyke, Instructor Waynesburg College
   TOPIC: Responsible citizenship; Constitution, Bill of rights
   (Mid-term class evaluation)

---

4. CLASS MEETING - MBM — TUESDAY, FEBRUARY 1, 1994
   SPEAKER:
   TOPIC: Work on requirements; preview second semester
   (Mid-term personal assessment, instructor assessment)

---

5. CLASS MEETING - Humane Society — TUESDAY, FEBRUARY 8, 1994
   (1 p.m. to 3 p.m.)
   SPEAKER: Director, Faith Lawrence
   TOPIC: Job shadowing, volunteer experience (animal care)

---

6. CLASS MEETING - MBM — TUESDAY, FEBRUARY 15, 1994
   SPEAKER: Dr. Satish Kumar, Pediatrician
   TOPIC: Child care and development

---

7. CLASS MEETING - MBM — TUESDAY, FEBRUARY 22, 1994
   SPEAKER: Mr. Andrew Corfont
   TOPIC: Banking - "How to open a checking account"

---

8. CLASS MEETING - MBM — TUESDAY, MARCH 1, 1994
   SPEAKER:
   TOPIC: Review requirements. "Work" class.

SCHEDULE OF CLASSES FOR SECOND SEMESTER - 1994 (continued)

9. CLASS MEETING - MBM — TUESDAY, MARCH 8, 1994
SPEAKER: Ms. Diana White
TOPIC: Appliances - service contracts
- credit buying

---

10. CLASS MEETING - MBM — TUESDAY, MARCH 15, 1994
SPEAKER:
TOPIC: School Board meeting (rescheduled)

---

11. CLASS MEETING - MBM — TUESDAY, MARCH 22, 1994
SPEAKER: Pauline Crumrine and Jake Blaker
(County commissioner and Parks/Recreation)
TOPIC: "What your county provides for you."
"Community recreation"

---

12. CLASS MEETING - MBM — TUESDAY, MARCH 29, 1994
SPEAKER: Ms. Vonnie Teagarden, counselor
TOPIC: Mental Stress, self-esteem

---

13. CLASS MEETING - Waynesburg College — TUESDAY, APRIL 5, 1994
Geology Museum, Stewart Science Building
SPEAKER: James "Fuzzy" Randolph, Professor
TOPIC: Geology

---

14. CLASS MEETING — TUESDAY, APRIL 12, 1994
SPEAKER:
TOPIC:

---

15. CLASS MEETING — TUESDAY, APRIL 19, 1994
SPEAKER:
TOPIC:

---

16. CLASS MEETING — TUESDAY, APRIL 26, 1994
SPEAKER:
TOPIC:

SCHEDULE OF CLASSES FOR SECOND SEMESTER - 1994 (continued)

17. CLASS MEETING — TUESDAY, MAY 3, 1994
SPEAKER:
TOPIC:

---

18. CLASS MEETING — TUESDAY, MAY 10, 1994
SPEAKER:
TOPIC:

---

19. CLASS MEETING — TUESDAY, MAY 17, 1994
SPEAKER:
TOPIC:

****This is a tentative schedule, subject to change.

****Please remember to do a rough draft of each project, show it to the instructors and then do the final project in ink or type.

DROPOUT RECLAMATION PROJECT
1993-1994

List of classes:

1. October 19, 1993
2. October 26, 1993
3. November 2, 1993
4. November 9, 1993
5. November 30, 1993
6. December 7, 1993
7. December 14, 1993
8. January 25, 1994
9. February 1, 1994
10. February 8, 1994
11. February 15, 1994
12. February 22, 1994
13. March 1, 1994
14. March 8, 1994
15. March 15, 1994
16. March 22, 1994
17. March 29, 1994
18. April 5, 1994
19. April 12, 1994
20. April 19, 1994
21. April 26, 1994
22. May 3, 1994
23. May 10, 1994
24. May 17, 1994

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DROPOUT RECLAMATION PROJECT
1993-94

CLASS ATTENDANCE:

	OCTOBER		NOVEMBER				DECEMBER				JANUARY			FEBRUARY			
	19	26	2	9	16	30	7	14	21 ★	28 ★	11 ★	18	25	1	8 ★	15	22
									OFFICE VISITS								
1. VELMA	X	X	X	X	X	X	X	X	Ph call		X	?	X	X	X	X	X
2. TAMMY A.	X	—	X	—	—	X	—	X		Ph call	Dr. Appt.	—	—	X	—	called in	X
3. CARRIE	X	X	—	X	X	X	X	X			No car	Is	—	X	—	X	X
4. JOHN	X	X	X	X	X	X	X	X	X	X	Father in Hospital	C E	—	—	—	X	—
5. MICHELLE	X	X	X	X	X	X	X	X	X	X		L	X	—	—	X	—
6. KIPERLY	X	X	X	—	—	X	—	X	X	Ph. call	X	E Ph call	X	—	X	X	X
~~7.~~ TAMMY R.	X	X	—	X	~~X~~	—	—	—	—	Ph. call	—	D	—	—	—	—	—
~~8.~~ J."PAUL"	—	—	X	X	X	—	—	—	—	—	—	!	—	—	—	—	—
Total:	7	6	6	6	5	6	4	6	Office Visits		JOB SERVICE F.T.		3	3	HUMANE SOCIETY	5	4

DROPOUT RECLAMATION PROJECT
1993-94

CLASS ATTENDANCE:

	MARCH					APRIL					MAY		
	1	8	15	22	29	5	12	18	19	26	3	10	17
1. VELMA	X	X	X	X	X	X	X	X/X	X	X	X	X	X
2. TAMMY A.	X	Called in	X	X	Called in	–	X	–/	X	–	X	Office 4th flr X	X
3. CARRIE	X	X	–	X	–	X	–	X/	–	–	–	–	–
4. JOHN	–	X	X	X	X	–	X	–/	X	X	X	X	X
5. MICHELLE	X	X	X	X	X	–	Called X	–/	X	X	X	Office 4th flr X	X
6. KIPERLY	X	–	X	Called in	X	X	–	X/	X	X	X	X	– dead in family
7. TAMMY R.													
8. J."PAUL"													
9. ANN													
	5	4	5	5	4	3	4	Recognition Dinner	5	4			4

APPENDIX E

LIST OF SPEAKERS

DROPOUT RECLAMATION PROJECT
1993-1994

List of speakers:

1. Ms. Barbara Bocchini: Social worker at Greene County Memorial Hospital.
2. Ms. Sue Turner: Head librarian at Bowlby Public Library.
3. Mr. Clark Patterson: Insurance agent.
4. Ms. Carol Christen: Home Economist/Penn State Cooperative Extension.
5. Ms. Karen Cosner: Guidance Counselor for Greene County Area Vocational-Technical School.
6. Mr. Andrew Corfont: Local bank manager and member of Central Greene School Board.
7. Mrs. Dawn Yates: Pharmacist at Giant Eagle.
8. Mrs. Diana White: Local business owner.
9. Dr. Satish Kumar: Pediatrician
10. Mr. J. Allen Blaker: Director of County Parks and Recreation.
11. Ms. Vonnie Teagarden: Counselor, M.S.W.
12. Mr. Dennis Mattei: Aerobics instructor and teacher of handicapped class in Central Greene School District.
13. Mr. Robert Elliott: Greene County Treasurer.
14. Ms. Ruth Macera: SCI tour guide.
15. Ms. Barbara Kirby: Waynesburg College tour.
16. Ms. Nadine Obermiller: Waynesburg College Museum tour.
17. Ms. Gloria McGee: Office manager for Pennsylvania Employment Service Office.
18. Mr. Tim Patterson: GARC Director

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Copy

January 11, 1994

Mrs. Vonnie Teagarden
R. D. #2
Waynesburg, PA 15370

Dear Mrs. Teagarden:

The Dropout "Reclamation Project" is an effort by Community Action Southwest and Central Greene School District to provide students who dropped out of high school an opportunity to obtain a diploma. We are providing an alternate means of satisfying curriculum requirements. Each student has an individual learning plan by which to meet these requirements.

Several students have similar requirements under each course of study. We feel that specific topics can be more closely examined by presenting a speaker who is an expert in that field. It is our hope that you can assist us in this process by speaking to our class on the topic of mental stress. Attached is a copy of the curriculum with the requirement highlighted.

The DRP class meets every Tuesday evening from 6:00 p.m. until 9:00 p.m. at the Margaret Bell Miller Middle School. Speakers' presentations may be 45 minutes to one and a half hours in length.

Please call the instructors at Community Action Southwest (852-2893 ext. 22) for more information. We are seeking a commitment from the community experts to fill our schedule for the spring term.

Sincerely,

Pamela C. Marcavitch
Instructor

C.E.E. Stoyke
Instructor

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APPENDIX F

JOB SHADOWING

Appendix F

JOB SHADOW BUSINESSES:

NAME OF BUSINESS	PHONE	PERSON TO CONTACT
1. Ross Beauty Salon	627-6809	Jean Ross
2. Wade's Body Shop	627-3125	Jim Mason
3. Ross Auto Parts	627-3161	Taylor Ross
4. Franklin Health Care	852-2020	LouAnn Abbadini
5. Integra Bank	852-2401	Ryan Hartley
6. Legal Aid	627-3127	Allen Kozlozsky
7. E. Franklin School	627-3081	Craig Younken
8. Child Alert (I.U.)	1-800-328-6481	Delores Harris
9. Special Education class	627-9623	Dennis Mattei
10. Waynesburg College	852-3226 627-8191	(theater) Teresa Durbin
11. Humane Society	627-9988	Faith Lawrence
12. Respi Center	627-7029	Tammy Watreas
13. Observer Reporter	852-2602	Bob Neidbala
14. Barnhart Honda	627-5819	Greg Barnhardt
15. Child/Youth Services	852-5217	Rupert Eder
16. Adult Probation (in April)	852-5250	Craig Wise
17. Fran's Lawn & Garden	627-6153	Lori Wells
18. Quality Undercar Care	627-7738	Glenn Kinsey
19. Cyprus Emerald Resources	627-2263	Chuck Rising
20. Bowlby Library	627-9776	Sally Rishell
21. Eldercare	852-2893	Lisa King
22. WIC	627-3515	Bev Miller
23. WANB Radio (traffic dept., business dept. on air DJ, sales dept.	627-5555	Judy Rastoka

24. Greene Co. Messenger	852-2251	Jim Morris
25. Willison Real Estate (after March 15)	627-5857	Carol Visser
26. EconoLodge	627-5544	Ellen Lahew head housekeeper

January 6, 1994

Ms. LuAnn Abbadini
Franklin Care Center
330 Center Avenue
Waynesburg, PA 15370

Dear Ms. Abbadini:

The Dropout "Reclamation Project" is an effort by Community Action Southwest and Central Greene School District to provide students who dropped out of high school an opportunity to obtain a diploma. We are providing an alternate means of satisfying curriculum requirements as well as including job shadowing experiences. Each student has an individual learning plan by which to meet these requirements.

We are asking you to assist in the job shadow experience. Two of our students are interested in the field of health care. Job shadowing would consist of a time during the work day when students can observe a worker (or workers) doing his/her job. It would be up to your discretion to determine how much to involve the student. At the end of the job shadow you will be asked to sign a form documenting the experience.

We are looking forward to working with the community on this project. Hopefully, you will be interested in assisting our students learn more about your area of work.

For more information, please call the instructors at Community Action Southwest (852-2893 ext. 22)n. We are seeking commitments to fill our schedule for the spring term and will contact you to set up student assignments.

Sincerely,

Pamela C. Marcavitch
Instructor

C.E.E. Stoyke
Instructor

JOB SHADOW FORM

H.S. DROPOUT RECLAMATION PROJECT 1993 - 1994
COMMUNITY ACTION SOUTHWEST - CENTRAL GREENE SCHOOL DISTRICT

STUDENT: _____

DATE: _____

Time in: _____ Time out: _____

PLACE OF BUSINESS: _____

TYPE OF BUSINESS: _____

ADDRESS: _____

_____

EMPLOYER
SIGNATURE: _____

Brief description of experience: _____

_____

_____

_____

_____

_____

_____.

APPENDIX G

LIST OF FIELD TRIPS

DROPOUT RECLAMATION PROJECT
1993-1994

List of Field Trips:

1. Bowlby Public Library
2. Waynesburg College Tour
3. Waynesburg College Geological Museum
4. Pennsylvania Job Service
5. GARC Recycling Plant
6. SCI - State Correctional Institution
7. Greene County Humane Society
8. Central Greene School Board meeting

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APPENDIX H

TUTOR MONTHLY REPORT

TUTOR MONTHLY REPORT

Instructional Aide_____

Student_____

Report from _____ to _____

Total number of instructional hours_____

Total number hours of telephone contact _____

Total number of hours for preparation/travel_____

Grand Total _____

Summarize what you accomplished with your student during this month?_____

_____

_____

_____

What were the results of the student's work?_____

_____

_____

_____

What are the student's projected goals for the next month?_____

_____

_____

_____

Summarize your student's prgress from last month?_____

_____

_____

MONTHLY TUTORING AND ATTENDANCE CALENDAR

At end of month mail to: your coordinator

Year _____ Month _____

Hours spent in: tutoring _____

Hours spent in: preparation and travel _____

AREA _____

STUDENT _____

TUTOR _____

Daytime Phone

S	M	T	W	T	F	S

1) Put date in small box in each large box.
2) Enter subjects covered in the large box
3) Enter total tutoring time that day.
4) If lesson was cancelled, give reason.
5) If tutoring stopped, give date and reason.
6) Fill out summary report form

PLEASE RETURN BOTH FORMS BY THE FIRST OF EACH MONTH!

Mail to:
Community Action Southwest
Jane Schrock
22 W. High St.
Waynesburg, PA 15370

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APPENDIX I

STATISTICAL REPORT

Appendix I

Statistical Report:

I A. The list of names provided by school district guidance counselors contained 49 names. Of those names:

32 We could not get in touch with due to:

* disconnected, unlisted or wrong phone number
* left messages/did not return call
* no longer lived there

2 Received a GED

2 Re-enrolled in high school

3 Not interested

10 Scheduled interviews

B. The list of names provided by the Teen Parenting teacher contained 36 names. Of those names:

27 We could not get in touch with due to same reasons as above.

1 Received a GED

2 Attending GED classes

1 Not interested

5 Scheduled interviews

II Of the 15 scheduled interviews:

3 Didn't show

1 Scored too high

1 Was not willing to commit to the program

2 Moved out of the school district

8 Interviews were held

III Of the 8 students interviewed, all eight were accepted by the school district to participate in the project.

IV Of the eight accepted into the program, four students completed their ILP requirements. Their portfolios were accepted by the Central Greene School District as meeting the high school graduation requirements. These students will be issued a high school diploma by the school district at a ceremony the beginning of August 1994.

Two students who attended throughout the program did not complete their requirements by the end of the program year. One student obtained employment and could not put the time required into this project. The other student had many requirements to complete and could not realistically complete in one year. They have been given three months additional time to complete the requirements.

Two students did not continue with the program. One had attended 3 classes at the beginning of the program year and then had a baby in November. An instructor had maintained phone contact with the student and hand delivered instructional materials but she did not complete assignments.

One student missed the first two classes and then left the program after attending 3 classes. He took a part-time job and told the instructor he would be returning to classes, once his schedule was set. However he never returned.

Both of these students were sent notices reminding them of the term of their commitment. They were offered possible alternative ways to complete the requirements if needed. When no response was

received to the notices, a letter of termination was mailed to them. This letter was signed by the superintendent of schools, Mr. Painter, and Dr. Mooney of Community Action Southwest.

APPENDIX J

STUDENT EVALUATIONS

Appendix J

Student Evaluation Results:

Six students participated in the evaluation. Of those six, this is how they rated themselves in the following areas.

Class Attendance:	excellent 1	good 4	fair 1
Class Discusssion:	excellent 2	good 2	fair 2
Field Trip Attendance:	excellent 1	good 1	poor 4*

* reasons cited were lack of child care and transportation

Job Shadow Participation:	excellent 3	good 2	fair 1

Worked on Requirements:	Daily 2	Weekly 3	Monthly 1
Wrote in Journals:	Daily 2	Weekly 3	None 1
Used Community Resources:	Yes 4	No 2	

Reasons given for no answers were: had trouble spelling and writing, lack of time

Hindered Progression: spelling, transportation, child care

In the comments section:

1. Level of commitment:

   1 excellent

   2 high

   2 fair - reasons cited were poor home situation and helping husband with his requirements (husband and wife were in the program)

   1 did not comment

2. Areas of strengths:

   Students stated motivation, independent, use of library, now

enjoy algebra and homework, helping son with school work

3. Areas of weaknesses:

   Students stated spelling, overwhelmed with writing assignments, writing, not doing the work

4. What have you found valuable about this opportunity:

   Students stated more independent; chance to get diploma and a hope for a better future for myself and children; get diploma and finding a job; get my high school diploma without feeling like an idiot, I tried to go back to high school before but was told I was to old; if I get my diploma then I can go to the Vo-Tech; different jobs, how to get a job, and prepare for a job; how to use the library for information; next steps to take to start college.

MID-TERM STUDENT ASSESSMENT

DROPOUT RECLAMATION PROJECT

1993-94

SECTION I.....CLASS DESCRIPTION
SECTION II.....PERSONAL ASSESSMENT
SECTION III.....INSTRUCTORS' ASSESSMENT
SECTION IV.....JOB SHADOW EXPERIENCES

NAME OF STUDENT: _____

CLASS and FIELD TRIP DESCRIPTIONS

Dates:	Brief description
October 8, 1993	Individual interviews with administration
October 19, 1993	Class at MBM, 6 - 9 p.m. Speaker: Ms. Barbara Bocchini, Social Worker at Greene County Memorial Hospital Topic: AIDS
October 26, 1993	Tour of Bowlby Library with Sue Turner, Head Librarian. Class at MBM, 7 - 9 p.m. Topic: English requirements
November 2, 1993	Class at MBM, 6 - 9 p.m. Speaker: Ms. Eydie D'Eletto, State Health Nurse Topic: Good health practices; cancer
November 9, 1993	Class at Waynesburg Central High School Speaker: Mr. Butch Brunell Topic: CPR training Health requirements
November 16, 1993	CPR testing and First Aid (continuation)
November 23, 1993	No class; Thanksgiving Holiday
November 30, 1993	Class at MBM, 6 - 9 p.m. Speaker: Mr. Clark Patterson Topic: Car, home insurance Topic: Science requirements, weather and rain cycle
December 7, 1993	Tour of Greene County Vo-Tech School with Karen Cosner, Guidance Counselor Speakers: Health Assistant students Topic: Health requirements
December 9, 1993	Tour of Waynesburg College with Barbara Kirby, Ben Franklin Coordinator
December 14, 1993	Tour of GARC Recycling Center with Tim Patterson. Class at MBM, 6 - 9 p.m. Speaker: Ms. Carol Christen, PSU Cooperative Extension Topic: Nutrition

JOB SHADOW EXPERIENCES

NAME: _____

DATE:	BUSINESS:
1.	Child Alert classes (Intermediate Unit)
2.	MBM Middle School Special Education Class
3.	Franklin Care, Inc. (health care)
4.	

PERSONAL ASSESSMENT
DROPOUT RECLAMATION PROJECT

NAME: _____ DATE: _____

Please circle the answer that best describes your feelings on how you progressed in this program.

1.	CLASS ATTENDANCE:	excellent	good	fair	poor
2.	CLASS DISCUSSION:	excellent	good	fair	poor
3.	FIELD TRIP ATTENDANCE:	excellent	good	fair	poor
4.	JOB SHADOW PARTICIPATION:	excellent	good	fair	poor

PROGRESSION TOWARDS REQUIREMENTS

1. Check how often you worked on requirements outside of class.

   ___ Daily ___ Weekly ___ Bi-Monthly ___ Monthly

2. How often you document your activities in your journal?

   ___ Daily ___ Weekly ___ Bi-Monthly ___ Monthly

3. Have you used community resources to aid in your research?

   ___ Yes, I have found the community to be very helpful.

   ___ Yes, but I have trouble reaching the people I need.

   ___ No. Explain why.

4. Has anything hindered your progression toward the requirements? (transportation, health, finding resources) Explain.

5. Would you like to be matched with a tutor? ___yes ___no
   (If yes, what times are you available?)

NAME: _____ DATE: _____

BRIEFLY DESCRIBE THE FOLLOWING:

1. Your level of commitment to this program.

2. What have you found to be your strengths in meeting your requirements?

3. What weaknesses have you found?

4. What have you found to be valuable about this opportunity?

5. What have you learned that you have used?

INSTRUCTORS' ASSESSMENT
DROPOUT RECLAMATION PROJECT

NAME: _____ DATE: _____

Please circle the answer that best describes the student's progress.

1.	CLASS ATTENDANCE	excellent	good	fair	poor
2.	CLASS DISCUSSION	excellent	good	fair	poor
3.	FIELD TRIP ATTENDANCE	excellent	good	fair	poor
4.	JOB SHADOW PARTICIPATION	excellent	good	fair	poor
5.	CONSULTATIONS WITH INSTRUCTORS	excellent	good	fair	poor
6.	USE OF COMMUNITY RESOURCES	excellent	good	fair	poor
7.	DEPTH OF RESEARCH	excellent	good	fair	poor
8.	ABILITY TO OVERCOME OBSTACLES	excellent	good	fair	poor

COMMENTS:

1. Level of commitment:

2. Areas of strengths:

3. Areas of weaknesses:

DROP-OUT RECLAMATION PROJECT
CLASS EVALUATION
1993 Semester

DATE: _____

Please circle "yes" or "no".

1.	Do you like the time the class meets?	yes	or	no
2.	Does the meeting place appeal to you?	yes	or	no
3.	Have the speakers been interesting?	yes	or	no
4.	Do you feel comfortable asking questions?	yes	or	no
5.	Do you feel your curriculum meets your requirements for finishing a high school diploma?	yes	or	no
6.	Do you feel the instructors have spent enough time with you?	yes	or	no
7.	Have enough resource materials been provided for you?	yes	or	no

Do you have any suggestions? _____

_____

_____

Comments: _____

_____

_____

Thank you.

FINAL STUDENT ASSESSMENT
DROPOUT RECLAMATION PROJECT
1993-1994

NAME: _____ DATE: _____

Please circle the answer that best describes the student's progress.

1.	CLASS ATTENDANCE	excellent	good	fair	poor
2.	CLASS DISCUSSION	excellent	good	fair	poor
3.	FIELD TRIP ATTENDANCE	excellent	good	fair	poor
4.	JOB SHADOW PARTICIPATION	excellent	good	fair	poor
5.	CONSULTATIONS WITH INSTRUCTORS	excellent	good	fair	poor
6.	USE OF COMMUNITY RESOURCES	excellent	good	fair	poor
7.	DEPTH OF RESEARCH	excellent	good	fair,	poor
8.	ABILITY TO OVERCOME OBSTACLES	excellent	good	fair	poor

COMMENTS:

Areas of strengths:

Areas of weaknesses:

_____ _____
Coordinator Instructor

APPENDIX K

BOOKS UTILIZED

BOOKS FOR DROPOUT RECLAMATION CLASS

Steck-Vaughn
Economics Concepts and Applications
Democracy in Action
It's Yours: The Bill of Rights
American Government: Freedom, Rights, Responsibilities
Life Skills:
- Community and Government
- Money and Consumers
- The World of Work
- Your Own Home
- Personal Health

Classroom Library on Good Citizenship:
- The Congress
- The President
- The Judiciary
- The Military
- The Vote
- Taxation
- Becoming a Citizen
- Rights and Responsibilities

Map Skills: The United States
Study Skills for Adults:
- Preparing Written Assignment
- Using Resources
- Writing Reports

Developing Writing Skills
Developing Mathematics Skills
Math Matters for Adults Series
Developing Reading Skills
Reading Skills for Adults Series:
- Blue Book
- Red Book
- Green Book
- Brown Book

Glencoe
English Workout: Practice in Mechanics and Paragraph Writing

Karli and Associates
The Choice is Yours

PSI Associates, Inc.
Job Preparation
Drug and Alcohol Abuse

Center for Applied Linguistics
By the People, For the People: U.S. Government and Citizenship

Contemporary Books
Number Power Series
Reader's Choice: Insights
G.E.D. Sciencs
LifeScenes, LifeSkills

Scott-Foresman
Life Skills Reading

Adams, Flowers, and Woods
Reading for Survival in Today's Society, Volumes 1 and 2.

Cambridge
Follett Coping Skills Series:
Banking

APPENDIX L

GRADUATION PHOTOS

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